



**Northwest Commission on College and University (NWCCU)
Annual Update for WSQA
Academic Year 2009-2010**

College Name: Seattle Central Community College

Contact Person: Wai-Fong Lee

Contact Phone: 206.587.4062

Contact email: wflee@sccd.ctc.edu

Accreditation recommendations to the College and year of recommendation	Actions taken by the College to address recommendations	Improvement results
<p>The College had a regular interim visit in May 2010. The Regular Interim Report addressed all six general recommendations from the 2005 full-scale evaluation visit and three recommendations from the 2006 focused interim visit.</p> <p>The Evaluation Report of the 2010 regular interim visit included four commendations and one recommendation, i.e.,</p> <ol style="list-style-type: none"> 1. The evaluators recommend that the college clearly understand the profile of the student community served by Seattle Vocational Institute (SVI), and 	<ul style="list-style-type: none"> ▪ The Commission accepted the Evaluation Report of the 2010 regular interim visit and required no further actions by the College to address the previous recommendations. ▪ The College is in the process of developing action plans to address the issues stated in recommendation one of the Regular Interim Evaluation Report regarding programs and services at Seattle Vocational Institute (SVI). ▪ The College’s quality improvement efforts in 2009-2010 included the following initiatives: <ol style="list-style-type: none"> 1. Revision of College-Wide Student Learning Outcomes. The college finalized the 	<ul style="list-style-type: none"> ▪ The Commission was satisfied with the progress made regarding the 2005 and 2006 recommendations. See WSQA reports for 2004-2005 to 2008-2009. <ol style="list-style-type: none"> 1. The revised college-wide student learning outcomes were well received by faculty who

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<p>provide the necessary courses, pedagogical approaches and services that will promote the success of SVI students in reaching their educational goals (3.A.1). Finally, the evaluators recommend that the college periodically and systematically evaluate the appropriateness, adequacy, and utilization of SVI student services and programs, and recommend that the college use the results of the evaluation as a basis for change (3.B.6).</p>	<p>revision in fall 2009.</p> <p>2. Achieving the Dream (AtD) projects.</p> <p>a. Math Path – faculty and peer facilitated math study sessions to help students become independent learners.</p> <p>b. The Yearlong Developmental Algebra Cohort – A cohort of students who continued with same instructor throughout their three quarter Algebra sequence with student development and additional support.</p> <p>c. Integrated Assignment Learning Community (the Water Project) – Students from different classes and disciplines participated in one or more large thematic assignments where they shared information and brought specific discipline area of expertise to multi-disciplinary discussions and group research projects.</p> <p>d. Communities of Learning, Inquiry, and Practice -- Funded four CLIP teams.</p>	<p>have already started integrating them in their course and program learning outcomes.</p> <p>2.</p> <p>a. Data showed that Math Path students completed math courses and persisted at higher rates than students who did not utilize the Math Path supporting offering. Math Path also attracted a higher proportion of students of color than the general student population.</p> <p>b. Marketed to “at risk” and math avoidant students, the cohort included higher proportion of students of color than non-cohort developmental math students. Result showed 20% more cohort students than non-cohort students successfully completed their developmental math coursework within one academic year.</p> <p>c. In 2009-2010, the project increased student participation from 99 in fall 2009 to 381 in spring 2010, and number of course sections from 2 to 17, including Algebra, English, Sociology, Psychology, Anthropology, and Statistics.</p> <p>d. CLIP teams provided useful recommendations and results.</p>